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ABSTRACT

Forty-three vocational education programs funded under Part B of the Vocational Education Amendments of 1968 served 67,310 post-secondary students in 16 area districts of Wisconsin. Adult-vocational programs showed enrollment increases; adult-agriculture program enrollments decreased. Special education programs and services were designed to aid 10,571 disadvantaged persons in achieving vocational-technical objectives; similar programs and services were designed for 1,744 handicapped persons. Occupational instructional areas were: agriculture, distributive education, health, office education, technical education, trades and industry, and home economics. The programs were offered at the post-secondary and adult levels. In addition to agriculture, adult programs in home economics and distributive education showed declining enrollments. Federal funds were used for two categories of projects: non-continuing projects (construction and equipment) in the north and western portions of the State, and continuing projects in the southeast. Nine construction projects are described briefly, and activities in special programs (research, exemplary, and consumer and homemaking) are summarized. Highlights of exceptional or model programs are included in the report, as are comments on the organization of vocational youth organizations. Career education and agriculture programs need more attention. The 30-page appendix lists each program by title with a brief description. (AG)

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DESCRIPTIVE REPORT OF PROGRAM ACTIVITIES

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For Vocational Education
Fiscal 1974

(Post-Secondary and Adult Levels)

WISCONSIN BOARD OF VOCATIONAL, TECHNICAL AND ADULT EDUCATION

DESCRIPTIVE REPORT OF PROGRAM ACTIVITIES FOR VOCATIONAL EDUCATION FISCAL YEAR ENDING JUNE 30, 1974

Submitted to the
United States Office of Education
Under the requirements of the
Vocational Education Amendments of 1968

By the
Wisconsin Board of Vocational,
Technical and Adult Education
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Secondary Program Report (Under Separate Cover) by the Wisconsin Department of Public Instruction - Barbara Thompson, State Superintendent of Schools

Prepared by
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JAN 1 0 1975

TABLE OF CONTENTS

		Page
I.	PROGRAMS RELATED TO PART B OF THE ACT	1
	A. Program Development and Accomplishments	1
	1. General - Persons Served	1
	a. Post-Secondary	1
	b. Adult	2
	c. Disadvantaged	2
	d. Handicapped	2
	2. Occupational Instruction Area	3
	a. Agriculture	3
	b. Distribution	4
	c. Health	6
	d. Home Economics	7
	e. Office	9
	f. Technical	10
	g. Trades and Industry	11
	B. Geographic Distribution of Funds	12
	C. Special Categories	12
	1. Contracted Instruction	12
	2. Vocational Guidance and Counseling	12
	3. Construction of Area Vocational-Technical Schools	13
	4. State Programs for the Disadvantaged Under Section 102(b)	16
	D. Ancillary	16
	1. Professional Development	16
II.	SPECIAL PROGRAMS RELATED TO SPECIAL PARTS OF THE ACT	18
	Part C - Research	18
	Part D - Exemplary	19
	Part F - Consumer and Homemaking	19
	Part H - Work-Study	20
III.	HIGHLIGHTS OF EXCEPTIONAL OR MODEL PROGRAMS	21
IV.	VOCATIONAL YOUTH ORGANIZATIONS	23
V.	VOCATIONAL EDUCATION NEEDS NOT BEING ADEQUATELY MET	24

Part I

PROGRAMS RELATED TO PART B OF THE ACT

Section A
PROGRAM DEVELOPMENT AND ACCOMPLISHMENTS

1. GENERAL - PERSONS SERVED

a. Post-Secondary

During the 1973-74 Fiscal Year a total of 43 vocational-technical education programs were approved for operation in the 16 area districts. Twenty-three programs were approved at the November, 1973, meeting of the State Board and an additional 20 at the Board's meeting in May of 1974. A majority of the programs approved at the fall meeting became operational in Fiscal 1973-74 while most of those approved in the spring will not be operational until the fall of 1974.

Of 41 programs approved, 11 were at the Associate Degree level; 19 at the One-Year Vocational Diploma level; 4 at the Two-Year level; and 7 at the Less Than One-Year (Short Term) level. With the approval of an additional 2 vocational-technical Developmental programs a total of 9 area districts now offer a regular program to assist students with educational deficiencies prior to their undertaking a specific career course of study which they would otherwise be unprepared to enter.

Fifteen of the above programs are new, developed to meet the demands of emerging or changing occupations in the labor market of a district or of the state as a whole. The remaining 28 programs are already offered in districts other than the district for which they were approved, and were developed to meet the specific needs of those districts for which they were approved.

The distribution of these programs by instructional area is as follows:

Instructional Area	Approved Programs
Agriculture	6
Distribution	4
Health	8
Home Economics	5
Office	-
Technical	4
Trades and Industry	12
Other	2
Developmental	2

Total post-secondary enrollment increased to 67,310 students, including 1,361 students in Developmental programs, in Fiscal Year 1974. This represents a 10.2% increase over the previous fiscal year. The enrollment goals as set forth in the 1974-78 State Plan were exceeded in each of the occupational categories except for Wage Earning Home Economics (34 short) and Office (297 short).

b. Adult

Adult-vocational program enrollment, excluding Consumer and Homemaking enrollment, increased 4.8% to a total of 76,109 persons served, a little over 9,000 more enrollees than was projected to be served in the 1974-78 State Plan. Consumer and Homemaking enrollment increased by 1,045 persons reversing its slight decline in 1972-73.

Enrollment in adult Agriculture programs, which was unclear in 1972-73 due to the integration of Production Agriculture into the post-secondary curriculum, experienced an actual decline which may be a one-year occurrence or indicative of an on-going trend. Wage Earning Home Economics declined after its 284.4% increase in 1972-73 over 1971-72; however enrollment was only 1 less than the target set in the 1974-78 State Plan. For the second year in a row apprenticeship programs experienced a small increase.

c. Disadvantaged

The set-aside funds for vocational education for the disadvantaged at the post-secondary and adult level were utilized to provide, on a project basis, special educational programs and services designed to enable 10,571 disadvantaged persons to achieve vocational-technical education objectives that would otherwise be beyond their reach as a result of their handicapping condition. Such special educational programs and services included the following: special instructional programs and pre-vocational orientation programs, remedial instruction, tutoring and coaching, broadened guidance and counseling, employability-skills training, communications-skills training, diagnostic services, special transportation, facilities and services, special educational equipment, services and devices, and reader and interpreter services.

d. Handicapped

Based on an analysis of the post-secondary and adult students, the following information on the estimated percentage distribution of enrollment of handicapped persons by the type of handicap is available:

Trainable and Educable Mentally Retarded	36%
Hard of Hearing	5%
Deaf	3%
Speech Impaired	2%
Visually Impaired	3%
Emotionally Disturbed	31%
Crippled	6%
Other Learning Disabilities	14%

The set-aside funds for vocational education for the handicapped at the post-secondary and adult level were utilized to provide, on a project basis, special educational programs and services designed to enable 1,744 handicapped persons to achieve vocational education objectives that would otherwise be beyond their reach as a result of their handicapping condition. Such special educational programs and services included the following: special instructional programs and pre-vocational orientation programs, remedial instruction, tutoring and coaching, guidance and counseling, employability-skills training, communications-skills training, diagnostic services, special transportation, facilities and services, and special education equipment, services and devices, and reader and interpreter services.

2. OCCUPATIONAL INSTRUCTION AREAS

a. Agriculture

Total enrollment in Agriculture/Agribusiness programs declined slightly in 1973-74 from the level of the preceding fiscal year. Most of the decline was at the Adult Supplementary level. The total number of approved programs offered by the districts at the post-secondary level increased by four over 1972-73, and an additional two programs were approved but not operational.

Agribusiness industry demand for graduates exceeded the output. There are two to three job offers for each graduate and seventy-seven percent of the graduates are known to be employed in an area directly related to their training. The average monthly salary of these graduates was $554 per month.

An atmosphere of "grassroots" input and support for developing, maintaining and improving programs was developed in cooperation with the local district agriculture coordinators. Major accomplishments of this effort were the development of guidelines for Production Agriculture; the revision of the reporting system, construction of a statewide evaluation proposal and encouragement for resource development for the Farm Training program; the publicizing of programs in magazine articles and through displays at agricultural

events; an increase in articulation with other agencies; a cooperatively sponsored tour of agribusiness for counselors; and a summer conference for agriculture instructors.

A study of the environmental occupational needs of the state was made and an Ad Hoc Advisory Committee was established to assist in determining occupational and educational needs. A report was compiled showing the environmental activities of the districts. One hundred fifty-nine courses in many different programs now include environmental education concepts. Ten area districts have students participating in community environmental programs.

ENROLLMENT - AGRICULTURE

	1973	1974	Change	Percent Change
Post-Secondary	5,959	5,950	-9	-0.2
Adult	2,504	2,094	-410	-16.4
Preparatory	142	176	34	23.9
Supplemental	2,259	1,806	-453	-20.1
Apprentice	103	112	9	8.7
Total	8,463	8,044	-419	-5.0

b. Distribution

Distributive education is comprised of the broad program areas of Marketing, Merchandising and Management. All of the area districts offer a core two-year program in Marketing. Through the choice of elective courses, the student is able to select an area of specialization among various degree and diploma career programs such as retailing, wholesaling, and industrial marketing among others. Recent two-year career programs developed with the core program as their basis include hotel-motel management, insurance, real estate, property assessment, and materials management. These latter career programs often involve interdisciplinary study. For example, the Real Estate curriculum includes trade and industry courses such as Building Construction and Surveying and office courses such as Accounting. Course length is varied from the traditional eighteen week school year depending on course content, e.g., the Recreational Aid Specialist runs for three - twelve week periods.

Marketing curriculums must be relevant to the employment needs of the business community. This entails the initiation of new programs and phasing out of others to keep abreast of the changing occupational scene. New and emerging occupational fields are investigated so that the curriculum can be adjusted to meet the needs of those areas where job opportunities exist. Current areas of concern are the fields of service trades, tourism and finance.

More programs are now being offered involving cooperative, internship, or some other type of supervised work experience. Some area districts are considering offering a ten week internship program in fashion merchandising because of the success in graduate placement of the program at the Madison Area Technical College. Supervised work experience not only enhances the graduates' qualifications in regard to placement but also accelerates their rise up the career ladder by lessening the post-employment time required to learn the specific ins and outs of the job.

Four state advisory committees are actively involved in Distributive Education in the areas of assessment, real estate, distributive education and tourism. Each committee meets at least twice yearly. They are comprised of representatives from the area districts who have recently served on district advisory committees. By using persons from the district committees, current expertise on enrollment trends, drop-outs and employment is effectively utilized for statewide planning. To carry out the variety of responsibilities incumbent on advisory committees, subcommittees are designated to study curriculum, career opportunities, public information, liaison with high schools, and other pertinent concerns. Subcommittee reports and recommendations are presented at the regular meetings of the full committees. The advisory committees usually undertake one or more projects supplemental to their regular duties.

Increased emphasis is being given to Adult Distributive Education. Through the use of workshops and pilot programs the area districts are being encouraged to offer programs containing sequential courses leading to certification upon completion. Career advancement courses of this type are offered in various areas including jewelry, assessing, insurance, real estate, transportation, and supervisory management. Through these offerings a more thorough educational plan can be offered to the practitioner. As in the full-time programs, continuous evaluation is made of the current educational and market situation to discover the possibility for or need of new and spin-off programs.

ENROLLMENT - DISTRIBUTION

	1973	1974	Change	Percent Change
Post-Secondary	7,101	7,973	872	12.3
Adult	4,829	4,346	-483	-10.0
Preparatory	1,530	1,389	-141	-9.2
Supplemental	3,299	2,957	-342	-10.4
Total	11,930	12,319	389	3.3

c. Health

Health Occupations Education in the Wisconsin vocational-technical system grew both in the number of programs and in overall enrollment in the 1973-74 fiscal year.

Development of health occupation programs in the area districts has been systematically planned and executed in an orderly manner using state and local advisory committees (health professionals, health planners, civic leaders, consumer, and vocational and general educators) with board representatives for guidance and direction to ensure the relevancy of the training. State and local surveys and all resources available to the staff were used to determine needs and the number and location of programs, and to make decisions relating to short and long-range planning.

The Health Division offers instructional programs at both the post-secondary and adult levels in the broad areas of Nursing and Kindred Programs, Para-dental, Para-medical, and Other Allied Health Programs.

The average time students spend in vocational education in the health occupations programs varies extensively with the particular instructional program. For example, the School Health Aide is a short-term 50 hour program of approximately 4 weeks, while the Radiologic is a 24 month program which provides for a minimum of 960 total class hours and 2400 hours of hospital-based experience.

Over the years a reciprocal practice has developed between the Department of Nursing in the Extension Division of the University of Wisconsin and the vocational-technical system of identifying needs and referring inquiries about continuing education and capabilities to the appropriate level. In numerous situations, especially in the rural areas of the state, open and two-way communication in identifying needs, cooperation in planning and collaboration in conducting continuing education courses have exemplified the extent to which these two systems function for a common goal.

One of the most significant trends in recent years for health occupations vocational training has been the transference of training programs out of the hospitals and into post-secondary institutions. State agency consultants and district administrative and health occupation educators have been working with hospital staffs to facilitate this move. Wherever appropriate, practical and desirable to transfer training programs, steps are taken to maximize continuity in programming and to maintain, if not strengthen, their quality in accord with established and emerging standards. Evidence of this trend is found in several districts where hospitals and nursing homes have a practice of not hiring nursing assistants who lack previous training or experience.

ENROLLMENT - HEALTH

	1973	1974	Change	Percent Change
Post-Secondary	6,718	7,615	897	13.4
Adult	4,616	4,849	233	5.0
Preparatory	83	219	136	163.9
Supplemental	4,533	4,630	97	2.1
Total	11,334	12,464	1,130	10.0

d. Home Economics

(1) Consumer and Homemaking

Consumer and Homemaking programs are described in Part II, Special Programs, of this report along with a description of the Part F Federally Funded projects. Enrollments are presented here.

ENROLLMENT - HOME ECONOMICS

	1973	1974	Change	Percent Change
Consumer & Homemaking (09.0100)				
Adult	37,624	38,669	1,045	2.8
Preparatory	-			
Supplemental	37,624	38,669	1,045	2.8

(2) Wage Earning

Enrollment in Wage Earning Home Economics Education programs at the Adult level experienced a sharp decline in Fiscal 1974 from Fiscal 1973. As previously noted this follows an even greater increase in 1972-73 over 1971-72. At this time it is not known which of these two years requires explanation; however the 1974 enrollment level is in line with the projections developed for the 1974-78 State Plan based on the trend of the previous several years.

Instructional programs at both the post-secondary and adult levels are offered in the broad programs areas of:

1. Food Preparation, Management and Services
2. Child Development
3. Clothing Management, Production and Services
4. Home Furnishings, Equipment and Services
5. Institutional Home Management and Supporting Services
6. Cosmetology*

The instructional programs at the post-secondary level are generally one or two years in length with students spending about 26-30 hours per week in class. There are three short-term programs offered requiring 20 hours of class time per week and between 240 to 360 hours overall. The amount of class time for adult courses varies extensively. Adult courses requiring 40 hours are most common.

In 1973-74, efforts were made to develop programs to train para-professionals for work with handicapped persons. The results of pilot efforts by three area districts in developing a 40 hour course to fill the requirements for certification needed by persons to work with the mentally handicapped child were formalized into a course outline and distributed to the other area districts for implementation. An ad hoc advisory committee was formed and a 40 hour course set up in response to a request from the State Division of Mental Hygiene asking for a course to provide training for persons working with the mentally handicapped adult. In addition, two area districts are restructuring their associate degree program in Child Care and Development to train persons for employment in child care centers serving handicapped children.

Articulation with other educational systems in the state was furthered in the 1974 fiscal year. A jointly planned and funded research project, "Identifying In-Service Teacher Education Needs and Planning In-Service Education" was started at the University of Wisconsin - Madison. Teachers in middle and secondary programs, post-secondary, and adult education will participate in the research with findings to be shared with all. The basic structure for an Early Childhood Teacher Educators Organization was developed with the first meeting scheduled for October 11, 1974. Membership will include teacher educators from the University and Vocational, Technical and Adult Education systems.

ENROLLMENT - HOME ECONOMICS

	1973	1974	Change	Percent Change
Occupational Prep. (09.0200)				
Post-Secondary	1,054	1,266	212	20.1
Adult	5,208	3,365	-1,843	-35.4
Preparatory	459	329	-130	-28.3
Supplemental	4,594	2,905	-1,689	-36.8
Apprenticeship	155	131	-24	-15.5
Total	6,262	4,631	-1,631	-26.0

*For this and other Federal reports students are classified by O.E. Code. Accordingly some of the students in program area 1 and all of the Cosmetology students (area 6) are counted as Trades and Industry enrollments.

e. Office

Office Education pertains to instructional programs in the Accounting, Data Processing, Secretarial and Clerical areas. There are office education programs in all of the area districts at both the technical and vocational levels.

The vocational diploma programs normally consist of 25 to 30 classroom hours of instruction per week and the associate degree programs of approximately 20 hours. In some cases vocational credits are transferable into technical programs. This effort to articulate the two programs became more important after the state vocational-technical system was reorganized into area districts since, to avoid duplication of effort, a particular educational program may be offered at only one of several locations within a district. By increasing the transferability of credits between the two programs, students are able to begin a diploma course of instruction at a secondary location in their home area and then transfer to a major one offering the degree program in their area of interest.

The effort to maintain curricular relevancy is carried on by the actions of the state advisory committees for Office Education, particularly the one for data processing as this is a rapidly changing and expanding field. These committees meet at least two times per year with their greatest emphasis focused on graduate qualification and placement. The committee members are familiar with the curriculum, the administration, and with the graduates. An effort is made to balance committee membership among recent graduates, employees and employers. It is felt that these people represent consumers of the office education product and, as such, are well acquainted with the strengths and weaknesses of the program.

Efforts to articulate the Office Education program continue at all levels. The Office Education Division works closely with the Department of Public Instruction as well as with the University of Wisconsin System to enable graduates of the high school program to be placed appropriately if they desire further education and training. In addition, it facilitates the transfer of post-secondary vocational-technical graduates into the University System if they so desire.

The Office Education Division itself serves much like general education in that it offers courses required by the other disciplines such as trade and industry or distributive education within the vocational-technical education system.

Along with increasing enrollments, the demand for Office Education graduates is growing. The demand for actual or simulated work experience also continues to grow as it is found that this experience is an excellent way to bridge the gap between educational learning and actual employment.

Good articulation, as noted previously, exists between the high school and post high school Office Education staffs throughout the state. Business Education Councils developed in the districts function effectively in implementing the Career Education concept. The objectives have been well defined and there is evidence that the benefit intended for the student is being gained by him.

ENROLLMENT - OFFICE

	1973	1974	Change	Percent Change
Post-Secondary	19,872	21,403	1,531	7.7
Adult	17,586	18,207	621	3.5
Preparatory	10,349	10,315	-34	-0.3
Supplemental	7,237	7,892	655	9.1
Total	37,458	39,610	2,152	5.7

f. Technical Education

The need to develop programs to meet the need for expanding and more complex technical competencies dictate the need for post-secondary technical education programs. These programs are designed to fill the needs of business, industry or communities for para-professional and technically competent people to meet the increasingly sophisticated technological demands now emerging in our society.

Technicians are needed in many fields of endeavor. The curriculum is structured on a two year basis with the Associate Degree as the culminating goal. The programs are designed to provide instruction which will provide the individual with the skill, knowledge and attitude necessary to find employment and to function within an area of the applied arts or sciences.

The instructional content of the various programs is designed to meet the specific technical need. Through the use of occupational information and advisory committees selected from the relevant industries, the instructional content of the programs is kept in tune with the needs of the changing labor market.

The individual has the opportunity to acquire skills and knowledge in many technical occupations such as Electronics, Instrumentation, Communications, Bio-Medical Equipment, Industrial Welding, Architecture, Fire and Police Science, and Industrial Safety, among many others depending upon demand. These courses are offered at the post-secondary and adult levels.

ENROLLMENT - TECHNICAL

	1973	1974	Change	Percent Change
Post-Secondary	8,481	9,984	1,503	17.7
Adult	430	445	15	3.5
Preparatory	10	20	10	100.0
Supplemental	415	420	5	1.2
Apprentice	5	5	-	0.0
Total	8,911	10,429	1,518	17.0

g. Trades and Industry

More than 11,700 students were enrolled in the more than 240 post-secondary programs offered in the state. Full-time vocational diploma programs (one and two year) require 45 to 50 hours per week including 30 hours of classroom and laboratory instruction. Eighty percent of the instructional time is spent in the area of occupational concentration. In addition, a number of short term courses are offered throughout the state ranging from 6 hours to 9 months in length depending on the content and needed skills.

Programs recently initiated at the diploma or certificate level include municipal service aide, recreational equipment serviceman, vending machine repair, maritime construction, packaging machinery serviceman and office machine repair. Both old and new programs emphasize instruction in the manipulative skills area.

The curriculum content and instruction is based on the requirements for specific jobs in industry. The development and maintenance of the instruction is constantly monitored and evaluated by the Trades and Industry advisory committees. Each program is required to have an active advisory committee following it.

At the adult level, in addition to the over 37,000 persons served in the preparatory and supplemental programs, there were more than 5,700 apprentices enrolled in programs of related instruction. The trend of the past several years of declining enrollments in the apprentice programs which reversed itself in fiscal 1973 was not in evidence in fiscal 1974 either.

ENROLLMENT - TRADES AND INDUSTRY

	1973	1974	Change	Percent Change
Post-Secondary	10,841	11,758	917	8.5
Adult	37,462	42,803	5,341	14.3
Preparatory	7,994	7,593	-401	-5.0
Supplemental	24,310	29,503	5,193	21.4
Apprenticeship	5,158	5,707	549	10.6
Total	48,303	54,561	6,258	13.0

Section B
GEOGRAPHIC DISTRIBUTION OF FUNDS

The State Plan sets forth areas of high youth unemployment and school dropouts, areas of high population density, and economically depressed and high unemployment areas as priority areas. In rating project proposals for federal funds, priority is given to programs serving these areas and to programs serving special target groups.

The types of projects approved for federal funding break down into two major categories following the economic geography of the state. A line drawn from Green Bay in Brown County bordering Lake Michigan to Madison in south central Wisconsin quite distinctly divides the state into two sections - the heavily urbanized, industrial southeast and the sparsely populated, rural, non-industrial counties of the north and west. Because of this rural or mostly rural districts tend to be awarded federal funds for non-continuing projects, i.e., for construction and equipment which are expensive per se. The mostly urban districts, on the other hand, tend to receive funds for projects which are continuing in nature and which, in the absence of federal funding, these districts have the resources to continue on their own.

Post-secondary and adult programs for the Disadvantaged under Section 102(b) were implemented in the Milwaukee Model Cities area and economically depressed, high unemployment, high secondary school dropout, and high population density areas. Forty-seven percent of these funds was utilized in the Milwaukee Model Cities area which has been designated as a critical area. Ten percent was used to deliver relevant vocational education at the reservation of the St. Croix Tribe of Chippewa Indians and 28% to serve Native Americans in the Indianhead District. Two percent was expended in the Beloit area to recruit and prepare minority persons for occupational apprenticeships and 3% went to the Racine-Kenosha central cities areas. Ten percent was utilized for job counseling and training of inmates at the state prison at Waupun.

Section C
SPECIAL CATEGORIES

1. CONTRACTED INSTRUCTION

   Based on the experience of the past several years the 1974-78 State Plan allocated no funds for contracted instruction for FY 1973-74. No funds were actually expended for this purpose in 1974 at the Post-Secondary or Adult levels.

2. VOCATIONAL GUIDANCE AND COUNSELING

   District staffing for student services substantially increased over the previous fiscal year, with increased emphasis on providing health and placement services. Special counselors continue to be employed to meet the needs of the disadvantaged and handicapped.

Two statewide in-service workshops were held for district student services personnel. The first conference emphasized the various guidance and counseling projects funded under the Vocational Education Amendments and the second dealt with meeting the needs of the returning veteran.

Student service publications were updated with 15,000 copies of the "Opportunities Through Education" bulletin distributed to high schools, libraries, organizations and individuals interested in vocational, technical and adult education. The "Career Education Directory" was updated and an additional 5,000 copies were printed to meet the insistent demand for this publication. Immediate plans are to make distribution of this edition to personnel and employment managers in business and industry throughout the state.

The "Instant Career Education Directory", a toll-free telephone project that provides program opening information for the system, has been most successful. On a twelve month basis the requests for information average 21 per day. The peak months are January, February and March when an average of 26 calls per day are received.

3. CONSTRUCTION OF AREA VOCATIONAL-TECHNICAL SCHOOLS

The State Board approved projects for construction for this fiscal year keyed to 1) student needs, 2) program needs, and 3) the needs of business and industry. Allocations for the projects submitted were rated on the following criteria:

1. ability to pay
2. manpower needs
3. enrollment increases
4. student station utilization
5. local effort

$1,500,000 of federal funds was expended or obligated for nine construction projects in 7 different area districts in the fiscal year ending June 30, 1974. These funded projects are listed below though actual construction has not yet been started on some of them.

FISCAL YEAR ENDING JUNE 30, 1974 (expended or obligated funds)

Project Number	District	Project	Local	Federal	Total
1	Mid-State	2nd yr., New Bldg. Phase II	$ 561,885	$ 88,115	$ 650,000
2	Blackhawk	2nd yr. New Facility	1,011,680	188,120	1,200,000
3	Western Wisconsin	1st yr. Remodeling	382,055	67,945	450,000
4	Milwaukee	1st yr. South Campus	3,364,345	635,655	4,000,000
5	Moraine Park	1st yr. Remodeling	128,500	21,500	150,000
6	Moraine Park	1st yr. New Facility	1,499,140	250,860	1,750,000
7	Southwest Wisconsin	1st yr. New Facility	549,265	94,735	644,000
8	Fox Valley	1st yr. New Bldg.	426,450	73,550	500,000
9	Milwaukee	1st yr. Remodeling	420,480	79,520	500,000
		TOTAL	$8,344,000	$1,500,000	$9,844,000

Most of the construction funded in 1974 are units of larger developments which the area districts were continuing or initiated in this past fiscal year. The projects listed above are described below as they fit into the comprehensive facility plans of the districts.

FIRST PROJECT

The expansion at the central school in Mid-State Vocational, Technical and Adult Education District, Phase II development, consisted of two buildings: 1) a library and student center, and 2) classrooms, offices and labs. This project was funded over a two year period and this was the second year of funding for Phase II in this district. Bids for Phase III development will be let in September, 1974, and will cost an estimated $1,300,000.

SECOND PROJECT

This project consisted of the second year of funding for four buildings of the central school development in Blackhawk Vocational, Technical and Adult Education District. The four buildings in this development will house trade and industrial programs, business and distributive programs to provide the necessary labs, classrooms, and shops for the first phase of this development. This second year of funding of a two year project for the district will cost $2,400,000. This first phase consisting of four buildings will be placed in operation February 1, 1975.

THIRD PROJECT

This project consists of remodeling certain areas in the existing buildings to house new programs approved by the State Board. This is a first year funding for these remodeling projects. This project includes labs, classrooms, and shops. The construction cost of this remodeling will be $450,000 and will be placed in operation September 1, 1975.

FOURTH PROJECT

This project consists of the development of a new school known as "South Campus" for District 9 and will be funded over a two year period. The total cost of this project is $8,800,000. This will be a complete school and all areas in vocational, technical and adult education will be represented. Classrooms, labs, shops, food service areas and student center will be in this development. This project should be completed and placed in operation September, 1976.

FIFTH PROJECT

A remodeling project and a slight addition to Moraine Park Vocational, Technical and Adult Education District to house a new cosmetology program is included in this remodeling. The cost of this project was $150,000 and was funded over a one year period at the central school for this district. Occupancy for this facility was January 1, 1974.

SIXTH PROJECT

This project consisted of a substantial addition to the central school in the Moraine Park Vocational, Technical and Adult Education District. Funding for this project was over a two year period and the total cost will be slightly over $4,000,000. The spaces in this development will consist of a library, student center, cafeteria, labs, classrooms, and shops as well as supporting offices for faculty. It is anticipated that this facility will be placed on the line September 1, 1976.

SEVENTH PROJECT

This project consisted of a development known as "Meat Lab" at the central school in Southwest Wisconsin Vocational, Technical and Adult Education District. This facility was to house two specialized programs approved

by the State Board and requiring a special facility development. The programs to be housed in this facility will be 1) Meat Inspection Program and 2) Meat Processing Program.

This project will cost $650,000 when completed. The completion date is set at September 1, 1975.

EIGHTH PROJECT

This project consists of a new shop and classroom building on the campus at the central school in Fox Valley Vocational, Technical and Adult Education District and will house a diesel program and a truck driving program. The cost of this project will be $525,000 and the facility will be ready for occupancy September 1, 1974.

NINTH PROJECT

Remodeling projects have been developed in District 9 at the central school to accommodate new programs and changes in existing programs. New labs, classrooms, and shops are included in this project. The cost of this project is $550,000. The completion date of this project will be September 1, 1975.

4. STATE PROGRAMS FOR THE DISADVANTAGE UNDER SECTION 102(b)

Post-secondary and adult programs for the disadvantaged under Section 102(b) were implemented in the Milwaukee Model Cities area, in areas with high youth unemployment and school dropout rates and in economically depressed areas. In all, 22 projects were funded, an increase of 6 over fiscal 1973. These projects, along with a brief description of each, are listed in Appendix A. The project listing contains only 21 projects because the Employability Through Vocational Training (OIC-Milwaukee) project is a two-part project funded through two separate project applications.

Section D
ANCILLARY

1. PROFESSIONAL DEVELOPMENT

Professional development projects are administered through the Research Coordinating Unit (RCU) of the Bureau of Research, Professional and Student Development. Professional development projects are funded under Part B of the Vocational Education Act as amended, and under Part F of the Educational Professions Development Act. Twenty-four projects were developed and approved under Part B of the Vocational Education Act and ten under Part F of the EPDA. Part B projects

included an environmental education workshop, a leadership development conference for top VTAE administrators, professional growth week, and the field testing of a peer group staff evaluation system. Under Part D of the EPDA, training was provided for two doctoral interns, 500 secondary plus 500 post-secondary teachers were familiarized with new curriculum materials, and 10 staff-industry exchanges were provided for in a pilot project aimed at developing a comprehensive model or plan for staff-industry exchanges in the area districts. (See Appendix B for a complete listing of Part B, VEA, and Part D EPDA, professional development projects.)

Part II

SPECIAL PROGRAMS RELATED TO SPECIAL PARTS OF THE ACT

Part C
RESEARCH

The Wisconsin Research Coordinating Unit (RCU) for Vocational Education, consisting of two professionals and one equivalent clerical person, continued to function in the State Board office. Its primary objectives are to stimulate, coordinate, facilitate, conduct and disseminate occupational research. Corollary objectives include identifying issues and problems needing research, developing research priorities, maintaining a library of research materials, and analyzing instructional trends for planning vocational programs. The RCU was involved in five major activities: (1) Information System Services, (2) Surveys and Studies, (3) Exemplary Programs and Projects, (4) Consultative, Supervisory and Administrative Services, and (5) Professional Development.

The Educational Resources Information Center (ERIC) microfiche (4" x 6" film) library operated by the RCU expanded to over 7,000 documents. Documents disseminated to area districts remained constant at 900 per year. These included 1,787 microfiche items. Two semi-annual reports of research activities and a newsletter "Bits About Research" were compiled and distributed.

Approximately 100 occupational surveys and other studies were conducted by local districts and representatives of the RCU. A continuing project to identify and measure individual learning styles conducted at the Fox Valley Technical Institute, with a subcontract to UW-Stout, is providing insights helpful in individualizing instruction. A plan to be used to assist in managing and coordinating the vocational-technical education research program in Wisconsin is continuing at UW-Stout. Four statewide validation studies of occupational functions, tasks, activities and competencies were conducted which will assist in the updating of curriculums. A project was undertaken to develop a conceptual framework and recommendations for conducting cost-benefit studies, and 10 cost-benefit studies were conducted in a related project. Most of the federal funds available under Part C for the post-secondary level were used to reimburse the operations of the RCU and the 25 project grants approved (See Appendix C).

Fifteen consultative and supervisory visits were made to local districts. A research and planning staff member works at the district level to bring research field support to the 16 area districts.

Part D
EXEMPLARY

The Exemplary program on the post-secondary level is administered through the Research Coordinating Unit (RCU). Of the exemplary project proposals submitted and reviewed, 18 were funded. Most of these were in the areas of career information materials and centers; and audio-visual, individualized instructional and multi-media curriculum materials development. A project proposal in conjunction with the State Division of Vocational Rehabilitation to continuously upgrade the quality of DVR counselor judgments and decisions affecting individual clients through the implementation of a feedback system was continued. (See Appendix D for a complete listing of Exemplary projects.)

Part F
CONSUMER AND HOMEMAKING

In the Home Economics area, Consumer and Homemaking programs were attended by 89.3% of the total enrollees. In FY 1973-74, 38,669 persons were enrolled in these programs.

Consumer and Homemaking courses are offered at the adult level and in some area districts are being incorporated into the post-secondary curriculum as credit carrying electives. Course offerings fall in to the same broad program areas as occupational preparation courses, but are non-occupationally oriented. Designed to increase the competence and awareness of people in dealing with life in today's world from preparation for marriage to problems of the senior citizen to consumer rights and responsibilities, Consumer and Homemaking courses are offered by all of the 16 area districts.

The parent-child education center concept, new to Wisconsin's vocational-technical education system, was given administrative approval, guidelines were established and implementation procedures initiated. The center program focuses on the adult (parent) in providing the opportunity to enroll in a vocational-technical education program while providing an educational experience for his or her child. In addition to providing an educational opportunity for the parent who might otherwise be denied such due to child care responsibilities, the center program functions to enhance the adult's chances of success in his or her chosen course of study. A center program began in the Milwaukee Area District in January while two other area districts are restructuring and expanding their efforts. In the Moraine Park District, a cooperative effort is being developed with Marion College and the UW-Extension.

Out of the projects proposed for funding under Part F of the Act, state staff committees select those which best fulfill the intent of this part of the Act. The committees make use of an established set of criteria in reaching their decisions. The major effort with federally funded projects is directed towards serving disadvantaged and handicapped persons. Out of the 59 different projects approved for funding in FY 1974, 40 were designed specifically for these target populations. (See Appendix E for a complete listing of Part F projects.)

In June, a Consumer Education Conference with an interdisciplinary focus was held at UW-Stout. The conference was held under the joint sponsorship of the University, the Department of Public Instruction, and the State Board.

Part H
WORK STUDY

The vocational work-study program is intended to help students who need financial assistance to commence or continue their education. Due to the economy this past year, jobs were difficult for students to obtain in some geographic areas. Consequently, work-study had even greater significance in assisting the 310 students who were aided under this part of the Act. All of these students were financially disadvantaged and it would have been extremely difficult, if not impossible, for them to enroll or continue in a vocational-technical education program without financial assistance.

Part III

HIGHLIGHTS OF EXCEPTIONAL OR MODEL PROGRAMS

Family Living Education

The federally funded Family Living Education Program operates an outreach program of classes for disadvantaged adults and their children held in homes, churches, and other accessible community locations, in the eleven county Indianhead VTAE District. Three Home Economists serve as the area supervisors and share teaching responsibilities with trained para-professionals and guest speakers. A child care program is provided while the mothers are in class sessions. Subject matter covered includes a broad area of home economics: foods and nutrition, clothing, child care, home furnishings, consumer education, and programs on civic and community awareness. Men, women and children served may be mentally retarded, emotionally disturbed, physically handicapped, and economically and/or educationally disadvantaged. Students are encouraged to participate in the ABE courses and adult evening courses at the local vocational school. Recruitment is done through referrals and individual contacts. The Department of Social Services is encouraged to work closely with the program to coordinate efforts so that families needing special help may receive individual visits from the home economist or a para-professional.

The district is an economically depressed area. The district average annual income, according to the 1970 Census figures, was $7,345 which was $2,723 less than the statewide average. 13.5% of the wage earning families or individuals earned less than $3,000 in 1970. 15.6% of the district's population 25 and older did not graduate from high school.

In 1973-74, 411 adult parents were served in this project along with 399 of their children. Approximately $41,000 was expended, 85% Federal and 15% local. Excluding the children this averages out to about $100 per adult in direct costs.

The evaluation report made by the district describes some of the students as they appeared upon enrolling in the course: ". . . her clothes were filthy and covered with flies . . .," ". . . very overweight, dirty, had a low self-image . . .," ". . . have four children who . . . did not know how to use toilet paper or silverware. (She) was not aware that her children were hungry or dirty.," ". . . had been in the Douglas County Hospital for having a mental breakdown." A great accomplishment for many of these individuals is to achieve a good self-concept and to build up self-confidence so that each of them can cope with their everyday problems. Some of the accomplishments of the students are that 8 have enrolled in vocational-technical education programs, 2 enrolled in 4 year colleges, 6 completed ABE and 6 received their G.E.D.'s, 25 completed a vocational-technical education course or program, and 36 have become employed full-time. Many students are also enrolled in various Field Services evening classes.

PROJECT DECISION - SPANISH TRANSLATION

This project was developed as an extension of another project, "Project Decision - A Day in the Working World". This latter project was designed to make available to high school dropouts and other individuals detailed information on the actual working day in various occupations to assist them in making career decisions. The method used centers around the use of sound filmstrips, developed as part of the project, in an audio-visual tutorial system which is flexible, readily available and can be utilized by individuals or groups.

Because this method of providing career information proved to be both effective and efficient it was decided to translate the filmstrips into Spanish in order that Spanish-speaking persons could benefit from the information contained in these films. The Waukesha County District through agreements with two agencies, La Casa de Esperanza and the United Migrant Opportunity Services, is providing for distribution of this career information. Four career information libraries have been provided for, one each at the Waukesha County Technical Institute, the Waukesha County Adult Learning Center, UMOS, and La Casa de Esperanza. While the arrangements with the two agencies are being completed, translation will begin on the 31 sound filmstrips previously developed in the original project.

The translation of these filmstrips was projected to be completed in March of 1974, but this date was later changed to September. Initially, a goal of making this information available to 200 Spanish-speaking persons in a five month period has been set. Regular contacts with and visitations to the participating agencies have been provided for which will provide feedback and input for revisions and evaluation of the project's accomplishments. The cost of translation plus the purchasing of the equipment necessary to show the filmstrips (4 Flexeviewers - one per location) was budgeted at $7,835 and is 100% federally funded under Part B Disadvantaged of the Act. If this project produces the results anticipated, it is planned to distribute the filmstrips and career information center concept for Spanish-speaking persons to those other districts where it would be effective in reaching the Spanish-speaking minority.

The above project is part of Wisconsin's vocational-technical education system's overall approach in reaching minority groups through cooperation with and outreach to minority populations. At the International BiLingual-BiCultural Conference held in New York in May, the State of Wisconsin received special attention and commendation for the leading role it has taken in developing and implementing an effective method for getting minority persons into the occupational mainstream through the work of its vocational-technical education system.

Part IV

VOCATIONAL YOUTH ORGANIZATIONS

Office and Distribution

The Wisconsin Board of Vocational, Technical and Adult Education sponsors, through the business division, the Wisconsin Distributive Education Association and the Wisconsin Office Education Association which are affiliated with the Distributive Education Clubs of America and the Office Education Association respectively. Through school chapter activities, members are involved in projects and competitive events of related business competencies. Most of the members of these student organizations perform in one or more of the business skill and/or knowledge activities of state and regional meetings. The competitive activities are developed primarily at the national level and coordinated at the state level by the state advisor. Through judging by business representatives students learn how well they relate to the business world. The State Leadership Conferences and other conferences are developed by an advisory group from each association with assistance from the state advisor. Quite frequently business representatives are invited to chapter meetings to share their experiences in specific business areas. It is apparent that these organizations make a major inpact in developing student self-confidence in preparation for the world of work.

Health

A health occupations student organization was organized and held its first state convention during Fiscal 1974. The Wisconsin Association of Health Occupations is a statewide organization formed to develop leadership and citizenship, to develop a sense of responsibility, to promote understanding among the various health disciplines, to provide educational enrichment, and to coordinate state and local activities for the benefit of the membership. During its organizational year, the Association enrolled approximately 150 members.

Trades and Industry

The Wisconsin Trades and Industry Association is a student organization specifically oriented towards those students enrolled in the Trades and Industry area. It seeks to promote leadership and civic and social enrichment through local and state programs and activities. In its fourth year about 525 students were enrolled in the 15 separate chapters located throughout the state. For the first time a skills tournament was conducted as a statewide competitive event held in conjunction with the spring Leadership Conference in April. The tournament involved 130 students competing in 7 trade skills areas. The Association received its charter of membership in the Vocational Industrial Clubs of America at the latter's national Leadership Conference and Skills Olympics held in June in San Antonio, Texas.

Part V

VOCATIONAL EDUCATION NEEDS NOT BEING ADEQUATELY MET

Career Education

Career Education has not given adequate service to post-secondary school students. Particularly this lack of emphasis has been evident in mid-career training aspirations of adults.

Perhaps the entire concept of Career Education from career awareness through entry level skills should be focused on adults who wish to change careers. This would entail guidance, counseling, and instructional services being offered in occupational education on an extended day, outreach type campus concept.

Agriculture

Although the short term adult agricultural programs continue to show increasing enrollments, more efforts must be expended to serve both the production and the related agribusiness industry. Upgrading of employees in the industry and the development of their abilities to solve specific problems as well as providing them with the latest technology and new or improved practices related to their occupation should receive top priority.

Districts should be encouraged to survey the production and the related agribusiness industries in their districts to identify the educational needs. Programs must be brought out to the people, where they are, at a time convenient to them so they may participate. These programs may be specific short term or of a part-time nature. Expansion of the Building Rural Agriculture program is necessary; an estimated 20,000 potential enrollees are not being served.

APPENDIX A

1. Part B Disadvantaged . . . . Selected Projects
2. Part B Handicapped . . . . . Selected Projects
3. Part 102(b) Disadvantaged . . . Complete Listing

Part B Disadvantaged
(Selected Projects)

PROJECT TITLE	PROJECT DESCRIPTION
Mobile Learning Resources Unit	Provides a delivery system for pre-vocational and vocational guidance and training that will reach persons in rural areas and communities who otherwise do not have access to these services.
Science Learning Skills Center for Disadvantaged Students	Special assistance and individualized instruction for potential dropouts who have been identified as having difficulties in the regular class.
Coordination of Recruiting and Job Placement of Disadvantaged Students	Provides additional assistance for disadvantaged persons to enter and complete training.
Instructional Learning Center for Students with Inadequate Skills for Occupational Programs	Provides additional instruction and tutoring for disadvantaged students so that they may successfully complete an occupational training program.
Building Rural Agriculture	Outreach program to provide remedial instruction and to help the disadvantaged farmer to enter and proceed in the regular agriculture training program.
Pre-Vocational Training Program	Mobile unit equipped with individualized automated instruction in remedial education career guidance, small engine, and blueprint reading. Provides vocational education opportunities on an outreach basis.

PROJECT TITLE	PROJECT DESCRIPTION
Small Business Management Development Programs for Minorities	Provides business education classes and workshops to persons identified through minority agencies for the establishment of small businesses and concurrent job opportunities.
Recruitment and Apprentice Preparation of Disadvantaged for Industrial and Construction Trades (Racine - Urban League)	Provides services of recruitment and apprenticeship preparation for the indenture of youth who aspire to enter industrial construction trades.
Pre-Vocational Pilot Project - (United Migrant Opportunity Services)	Provides a job sampling, job orientation and counseling to prepare disadvantaged Spanish Speaking to enter vocational or on-the-job training.
"Cross Over" Special Pre-Vocational and Technical Exploratory Program for High Risk Disadvantaged from Inner Core	A pre-vocational program designed to raise the achievement levels of students who expect to enter the regular programs in post-high school vocational or technical areas.
Neighborhood Recruitors for Vocational Education Opportunities Among People Living in Disadvantaged Areas	Outreach to contact and recruit disadvantaged persons into vocational education. Disadvantaged persons serve as recruitors.
Instruction in Merchandising at the Wisconsin Correctional Institution (Fox Lake)	Provides for a Vocational Training program in merchandising to enhance the inmate's chances for successful employment upon his release.
Certification Level Program in Cosmetology and Remedial Education (Wisconsin Home for Women - Taycheedah)	Provides a vocational training opportunity in Cosmetology for confined women inmates.
Model Project for Cooperative Programming for Inmates at the Fox Lake Correctional Institution	Provides needed coordination between the Moraine Park VTAE District and Fox Lake Correctional Institution so that inmates will receive education and training which can be easily transferred from the Correctional Institution to a vocational-technical school thereby giving the inmate recognition for his educational achievements and a positive attitude for continuing his education, while contributing to his successful transition to community-based living.

PROJECT TITLE	PROJECT DESCRIPTION
Mobile Unit Instructional Services	To provide districtwide, on-site pre-vocational instruction, vocational evaluation and job counseling services on a one-to-one or small group basis to disadvantaged and handicapped residents who are presently unable to utilize existing district educational facilities.
Vocational Training for Minority Groups - Occupational Training	Outreach of services which include vocational guidance and counseling, basic skill, and open-ended occupational training.
Cooperative Vocational Education Programming - Phase I (Wisconsin State Reformatory - Green Bay)	Provides coordination between the Northeast Wisconsin VTAE District and Wisconsin Correctional Institution - Green Bay Reformatory so that inmates will receive education and training which can be easily transferred from the Correctional Institution to a vocational-technical school thereby giving the inmate recognition for his educational achievements and a positive attitude for continuing his education while contributing to his successful transition to community-based living.
Vocational Training in the Home Improvement Occupations for Persons-With-Special Needs of the Northern Wisconsin Indians	Provides the necessary training by means of a mobile classroom-shop unit located on the Indian reservation. Training is for the development of occupational skills associated with home improvement using a team-teaching approach.
Vocational Education Opportunities for the Rural Student	Provides disadvantaged rural persons with vocational education opportunities in Health Occupations and other vocational areas. (Mobile)
Pottery Skill Development as an Authentic Indian Craft of the Red Cliff and Bad River Reservations	Provides Indians of Red Cliff and Bad River Reservation areas with instruction in authentic Indian pottery craft skills with the potential for producing saleable items of an authentic Indian nature.

Part B Handicapped
(Selected Projects)

PROJECT TITLE	PROJECT DESCRIPTION
Regional Outreach Vocational Education and Recruitment for the Handicapped	Motorized facility provides outreach vocational diagnostic services, recruitment, and counseling needed by handicapped persons in order to enter and complete a training program and secure employment.
Job Training for Visually Handicapped - Piano Tuning, Service and Repair	Provides an open-ended training program in the area of piano tuning, service and repair.
Job Training for Handicapped (Blind & Deaf) - Massage-Therapy Aide	An open-ended special training program designed to provide the handicapped (blind-visually impaired or deaf-hearing impaired) adult with the necessary skills to be employable in the area of massage-therapy.
Handicapped (Kenosha Achievement Center)	Provides pre-vocational domestic occupational skills, welding, and clerical skills training.
Work Evaluation for the Handicapped	Provides realistic vocational interest and aptitude evaluations in order to identify needed remedial work, to utilize the strengths and interests of the student, and to place him in an appropriate vocational training program or on-the-job training situation or employment.
Communication Assistance for the Deaf, Hard-of-Hearing and the Non-Deaf Family Members and Associates of the Deaf	Provides an initiation of services to the deaf and hearing impaired by meeting the most basic need of the deaf--communication.
Hearing Impaired - Sign Language, Lip Reading	To improve individual's ability to communicate on the job. Provides opportunity to develop ability to receive and understand verbal communications.
Pre-Vocational and Vocational Services to the Hearing-Impaired Adult	To provide hearing-impaired adults with pre-vocational, vocational, technical and specialized services resulting in preparation of the HIA to gain, maintain or change employment, thus assuming a self-determining independent adult role.

PROJECT TITLE	PROJECT DESCRIPTION
Regional Outreach Recruitment and Assessment Program for the Handicapped in Vocational Education	Provides diagnostic services to handicapped area residents who because of present circumstances are not able to utilize existing vocational, technical and adult education district facilities.

Part 102(b) Disadvantaged
(Complete Listing)

PROJECT TITLE	PROJECT DESCRIPTION
Occupational Exploration and Career Choice	Provides vocational counseling and guidance to the inmates of the Rock County Jail.
Study Release for Correctional Institution Students	Provides vocational training opportunities to inmates of the Wisconsin Correctional Camp System.
Urban League Commando Project I for Disadvantaged Parolees and Hard Core Disadvantaged	Provides assistance with school adjustment, student recruitment, and community relations to disadvantaged socio-economically and educationally disadvantaged parolees over age 18. Utilizes services of disadvantaged persons.
Recruitment and Apprenticeship Preparation for the Disadvantaged for Construction Trades (Milwaukee Urban League)	Provides services of recruitment and apprenticeship preparation for indenture for youth who aspire to enter construction trades.
Recruitment and Apprenticeship Preparation for the Disadvantaged for the Industrial Trades (Milwaukee Urban League)	Provides services of recruitment and apprenticeship preparation for indenture of youth who aspire to enter industrial trades.
Employability Through Vocational Training (OIC-Milwaukee)	Provides remedial education and intensive guidance and vocational training to students who are potential dropouts.
Special Vocational and Technical Programs to Meet Needs of Spanish-Americans	Provides vocational training to meet the expressed needs of the Spanish-speaking minority community.
Special Vocational and Technical Programs in Automotive Servicing and Related Courses for Spanish-speaking Young Adults	Prepares Spanish-speaking young adults for automotive trades.

PROJECT TITLE	PROJECT DESCRIPTION
Cooperation Latina Vocational Outreach Program	Provides career and world-of-work exploration and orientation, and referral to vocational training programs to isolated community of Latinos.
Outreach and Training for Vocational, Technical and Adult Education Specialists (for Spanish-speaking Persons)	Provides training of Latinos for career jobs as para-professionals, bilingual teacher aides, tutors, and instructors.
Operating a Satellite Radio Station with Emphasis on Pre-Vocational and Vocational Training Opportunities and Radio Engineer Training (UMOS)	Provides a modified and practical vocational training opportunity for Latins who aspire for the radio engineer third class license.
Proposal for Pre-Vocational Program (UMOS)	Provides pre-vocational education to assist Latinos in successfully entering, completing, and/or competing in vocational training programs or gainful employment.
Vocational Training (Council for Spanish-Speaking)	Provides job exploration, orientation, and preparation. Recruits Latinos for pre-vocational and vocational training programs.
Community Independent Learning Program - Vocational Career Education for Conflict Young Adults	Reaches Latino disadvantaged young adults and provides vocational coaching and placement of participants into vocational training programs. Basic education is provided to help enter and succeed in vocational training programs. Utilizes Latinos as para-professional coaches.
The American P.I.E. Forum	Provides local minority expertise and input in the development of vocational-technical audio-visual materials televised through "American P.I.E. Forum" in order to meaningfully relate vocational education opportunities to persons with special needs.

PROJECT TITLE	PROJECT DESCRIPTION
Provide Vocational Training Related to Building Materials and Home Improvement Skills for Persons with Special Needs - Lake Superior Band of Chippewa Indians	Outreach learning experiences related to building materials and home improvement skills as requested by the representatives of the Native Americans located in the Lac du Flambeau area.
Regional Warden and Law Enforcement Training for Native Americans	Provides law enforcement training to officer candidates to tribal members.
Outreach Office Education Exploration and Training for Native Americans	Outreach exploratory learning experience related to bookkeeping, typing, filing, business machines and other office occupations as requested by the representatives of the Native Americans located in the area.
Inmate Pre-Release Vocational Skill	Provides instruction in welding to pre-release inmates at Camp Gordon Correctional Institution. Utilizes a mobile facility.
Outreach Vocational and Career Education with Increased Cultural Awareness for Indians in Northern Wisconsin	To expose and explore world of work, provide vocational counseling and referral system to vocational education and job opportunities, to motivate through Indian cultural awareness, and inter-agency cooperation.
Outreach Inter-County Pre-Vocational and Vocational Classroom Vehicle for Educationally Disadvantaged in Northwestern Wisconsin	Provides outreach pre-vocational and vocational education and training to serve isolated groups and individuals who otherwise would not be served.
Vocational Training and Counseling (Wisconsin State Prison - Waupun)	Provides for a vocational training program in machine tool operation, and vocational and educational counseling.

APPENDIX B

1. Part B Professional Development Projects
2. Part F Educational Professions Development Act Projects

Part B Professional Development Projects

PROJECT TITLE	PROJECT DESCRIPTION
In-service Instructional Staff Improvement Program	To upgrade the instructional process through teacher involvement in development of behavior objectives and use of audio-visual media.
Update Consumer Education	To update Homemaker Aides through use of feedback from on-the-job experiences.
Educational Needs of VTAE Agriculture Instructors	To determine the professional and technical functions, tasks and competencies of Wisconsin's post-secondary full-time agriculture instructors.
In-Service Education	To conduct sessions on management of learning, identifying individual differences in learning patterns, new instructional resources for full-time teachers; transactional analysis for part-time teachers and MBO in education for administrators.
Environmental Education In-Service Training Program	To train a cadre of in-service trainers and develop plans for conducting VTAE district in-service sessions to implement guidelines for integrating environmental education concepts into post-secondary VTAE.
In-Service Education	To upgrade competencies in communication and achievement motivation.
Updating Staff Knowledges in Office and Distributive Education	To update staff knowledges in various curriculum areas in office and distributive education through a series of one and two day seminars.

PROJECT TITLE	PROJECT DESCRIPTION
Professional Growth Activities	To upgrade competencies of teachers to manage individualized instruction, multi-media, articulation and humanizing instruction.
In-Service for Agriculture Instructors	To upgrade computerized financial management competencies in 80 Production Agriculture and Farm Training Program Instructors through a series of 4 regional workshops.
Upgrading Competencies in Use of Multi-Media	To conduct a two-day workshop on theory and use of multi-media in individualized instruction.
Leadership Development Conference for T & I Supervisors	To upgrade competencies in Conference Leading techniques.
Business Data Processing Instructor Workshop	To upgrade competencies in use of computer terminals.
Professional Growth Week II	To upgrade competencies in individualizing instruction through participation in an individualized learning experience format.
Developing a List of Competencies for Communication Skills	To study those communication skills required in the world of work to provide inputs into a seminar to upgrade teachers in curriculum development of communication skills programs.
Secretarial/Clerical Simulation Workshop	To upgrade competencies of 20 post-secondary office education teachers in the use of simulated office materials.
Fire Service Instructional Call-Staff Conference	To upgrade pedagogy competencies of 64 part-time fire service instructors.
Supervisor Management Workshop for Business Education Division Leaders	To upgrade 32 post-secondary VTAE business education division heads in supervisory management principles and concepts.

PROJECT TITLE	PROJECT DESCRIPTION
Communication Skills Workshop	A two-week summer workshop to develop competencies in substantive matter of communications and in teaching strategies appropriate to communication skills programs in Wisconsin VTAE system.
Staff Improvement Through Peer Evaluation	To field test a staff evaluation system as a peer group input for staff development.
Individualized Instruction Competencies for Professional Staff	To develop an in-service program to acquaint staff with the principles, psychology and management of Individualized Instruction.
Multi-Media Packet Development for Staff Orientation	To develop a Multi-Media Packet for orientation of new VTAE staff.
Individual On-Farm Instruction Resource Development	To develop on-farm instructional guides based on competencies, skills and knowledges needed on the farm.
Training a Cadre of Affirmative Action Coordinators	To upgrade the knowledges and skills of 16 VTAE district affirmative action officers in the concepts, rationale and strategies for implementation of district affirmative action plans.
Administrative Leadership Conference	To upgrade top VTAE administrators in the theory and practices of educational administration.

Part F Educational Professions Development Act Projects

PROJECT TITLE	PROJECT DESCRIPTION
Pedagogy for Part-Time Call-Staff	To improve instructional capabilities of two-hundred part-time vocational educational call-staff.
Doctoral Intern Program	To ensure development of top level vocational education leadership and research capabilities through an annual input of two established vocational educators into a doctoral intern program.

PROJECT TITLE	PROJECT DESCRIPTION
Project Focus	To improve the capabilities of forty vocational educators on the secondary level to develop and conduct programs, activities and services for the disadvantaged and handicapped.
Work Conference in Nursing	To further develop the instructional capabilities of twenty nurse educators to meet minimum requirements for becoming instructors in associate degree nursing programs.
Program for Field Services Administrators	To upgrade competencies of fifty post-secondary field services administrators, coordinators, and supervisors in program planning, development and management skills.
Project SHOW-Secondary Health Occupations Workshop	To upgrade instructional competencies of twenty health occupations careers instructor-coordinators on the secondary level.
Industry Exchange Program	To update approximately ten vocational education personnel in selected disciplines in selected areas through a pilot industry exchange program incorporating an assessment of the current extent of staff exchange, procedures to follow, problems to be solved, and the development of a local educational district model and/or plan for a staff-industry exchange program.
Evaluation of Certification Courses	To review, evaluate and improve several vocational education courses currently being taught by various institutions to assist educators in meeting certification requirements through an assessment and seminar involving sixty vocational educators.
Re-Assessment of Professional Development Priorities	To review state vocational, technical and adult education staff supply and educational needs and revise priorities accordingly through assessment and seminar involving thirty-five EPDA advisory committee members.
Familiarizing Teachers with Curriculum	To familiarize 500 secondary and 500 post-secondary vocational education teachers with new curriculum materials.

APPENDIX C

Part C Research Projects

PROJECT TITLE	PROJECT DESCRIPTION
Evaluation of Civil Structural Curriculum	A statewide survey of graduates of Civil Structural Programs of the VTAE System and their employers to determine strengths and weaknesses of the curriculum.
Individualized Instruction for Rural Providers of Day Care Services	To evaluate the effectiveness of individualized instruction developed for Rural Providers of In-Home and/or Family Child Care Services.
Attitudes Toward Instruction	To compare student and staff evaluations of individualized and traditional instruction.
Evaluation of Architectural Curriculum	A statewide survey of graduates of post-secondary VTAE architectural technology programs and their employers to determine strengths and weaknesses of the curriculum.
Physics Requirements for Engineering Technicians	To determine relevancy of Physics courses as perceived by employers and graduates of Gateway Technical Institute programs in Automotive Technology, Fluid Power, Mechanical Design, Mechanical Production, Electronic Technology, Computer Technology, Instrumentation Technology, and Civil Technology.
Career Education Project Office	To assess career education needs for all grade levels and to promote articulation of needed programs.
Computer Augmented Accounting	To continue with developing computer programs for managerial accounting, cost accounting and income tax accounting.
Program Evaluation Model	To evaluate course content in selected field and incorporate content that meets needs of students and employers. To develop a model.

PROJECT TITLE	PROJECT DESCRIPTION
Vocationally Coordinated Curriculum for General Education	To develop a coordinated general education curriculum with vocational and technical programs.
Task Analysis for Optometric Assistant Program	To identify the tasks performed by the optometric offices located in Wisconsin.
Interaction of Learning Styles	To identify learning styles relevant to selected vocational programs and evaluate their interaction with learning experiences and modes of instruction.
Evaluation of Civil Highway Curriculum	A statewide survey of graduates of post-secondary VTAE Civil Highway Technology programs and their employers to determine strengths and weaknesses of the curriculum.
Multi-Research and Curriculum Project	To stimulate faculty research and development through awarding of mini-grants.
Feasibility of Health Related Occupations Curricula	To determine the feasibility of developing curricula in health related occupations in the Nicolet College and Technical Institute VTAE District.
Multi-Research and Development Project	To stimulate faculty research and development through awarding of mini-grants.
Graduate Student Research Grants - Phase III	To develop research skills to graduate students through mini-grants for conducting research projects approved by the State Board of VTAE.
Evaluation of Secretarial Science	To continue with evaluation of the two-year secretarial science curriculum through a follow-up survey of graduates and withdrawals.
Impact of Research and Exemplary Program	To assess the impact and evaluate the effectiveness of the Wisconsin research and exemplary programs administered under the Vocational Education Act of 1963 as amended for the period January 1, 1966 through June 30, 1973.

PROJECT TITLE	PROJECT DESCRIPTION
Conceptual Framework for Cost-Benefit Studies	To develop a conceptual framework and recommendations for conducting cost-benefit analysis studies in post-secondary VTAE in Wisconsin.
Descriptive Cost-Benefit Studies	To conduct eight descriptive cost-benefit studies in Wisconsin post-secondary VTAE.
Information Retrieval Demonstration Through Use of CRT Linkages with Computers	To demonstrate the computer terminal system of information retrieval from a central computer.
Evaluative Study of Metals Curriculum	A statewide evaluation to determine relevancy of curriculum components as perceived by employers and former students.
Syllabus and Curriculum Development for Typing IV, Using an Individualized Instruction Approach	To develop audio-visual materials and syllabus for Typewriting IV curriculum in post-secondary VTAE.
Self-Instructional Slide/ Tape Series for ERIC/NTIS Users	To develop and disseminate three self-instructional packages designed to facilitate the use of ERIC and NTIS information retrieval services.
Convergence Research Project: Phase III	To continue with management and coordination aspects of research in Wisconsin VTAE through integration of research results in the convergence matrix, assessing impacts of mini-grants, and identifying research support services.

APPENDIX D

Part D Exemplary Projects

PROJECT TITLE	PROJECT DESCRIPTION
Career Mobile Project	To provide occupational information and planning services to rural and urban youth in the VTAE District through use of a mobile unit.
Career Consultant Project	To provide a liaison vocational guidance counselor to counsel with potential dropouts from a university and technical institute.
Decision II	To design, develop and provide occupational information to area school districts through an audio-tutorial system.
Small Store for Fashion Merchandising	To develop a model for small store operations that could be used in post-secondary fashion merchandising programs.
Computer Augmented Accounting	To improve and expand current programs for accounting students.
Career Telephone Service	To develop a pilot series of 55-60 career information tapes designed as a counseling-guidance-information service to inform the public of VTAE programs and services available at Gateway Technical Institute.
Career Education Center	To determine need, provide and disseminate career education materials to the public, and other schools in the district.
Learning Resource Center	To assess student abilities and interests and evaluate open-ended remedial individualized curricula incorporating a learning resource center.
Career Information for Area High Schools	To develop and purchase additional audio-visual career education packages for use by area high schools and employment agencies.

PROJECT TITLE	PROJECT DESCRIPTION
Study of Vocational Assessment of Handicapped	A continuation project to demonstrate that a Division of Vocational Rehabilitation agency can continuously upgrade the quality of DVR counselors' judgments and decisions affecting individual clients through use of a system of feedback.
Year-Round Open-Ended Program	To develop materials and procedures to manage an open-ended VTAE curriculum and placement program in selected areas.
Individualized Instruction for Secretarial Science	To develop individualized audio-visual materials for American Indians and disadvantaged or handicapped in selected areas of secretarial science.
Self-Instruction for Fluid Power Course	To develop a series of basic fluid power multi-media self-instruction programs to enable review of lecture material on an individualized basis.
Office Simulation Program	To develop a simulated office for providing training in a realistic office environment for post-secondary students pursuing programs in account clerk and clerk typist.
Evaluation of OVIS	To complete a data base on the use of the Ohio Vocational Interest Survey (OVIS) as an indicator for occupational guidance and counseling needs and needs for VTAE programs based on student interest.
Individualized Job Placement Education Program	To develop individualized educational units on employability skills which can be utilized by students prior to job seeking.
Office Simulation Laboratory	To plan a variety of real life work experiences through a simulated office laboratory.
Computer Assisted Instruction	To install and demonstrate use of computer to assist in post-secondary VTAE instruction.

APPENDIX E

Part F Consumer and Homemaking Education Projects

(Letter "D" before project title denotes Disadvantaged;
"R" denotes Regular or Unspecified Projects)

	PROJECT TITLE	PROJECT DESCRIPTION
R	Clothing Curriculum Project	Delineate pertinent concepts to be developed, individualize instruction, revise course offerings and/or course content. Results to be used in part-time as well as contemplated full-time offerings.
D	Consumer and Homemaking Assistance for Residences of Disadvantaged and Handicapped Persons	Survey residences for handicapped persons (newly established to replace County Hospital) to determine consumer education and homemaking needs. Develop plan to meet needs.
R	Consumer Education in Part-Time Evening School Courses	Incorporate appropriate consumer information into each part-time course by: delineate broad concepts of consumer education, organize concepts into useable form, prepare bibliography, hold in-service meetings, revise course outlines.
R	Consumer-Homemaking Education	Adult education courses with major consumer education content.
D	Child Development Training for Disadvantaged Parents	Two groups of parents whose children are enrolled in Parent-Child Center directed by WESTCAP will study parent education. Curriculum prepared by UW-Stout.
R	In-Service Seminar - Consumer Emphasis	In-service seminar for part-time teachers, consumer information to become major part of all adult courses.
D	Providing Consumer Education to Minority Groups in Rural Area	Target group - Native Americans, established center in area.
R	Consumer Education to Western Wisconsin VTAE District	Televise via cable TV Consumer Education series, evaluate, develop curriculum sequence for implementation in the five continuing education centers.

	PROJECT TITLE	PROJECT DESCRIPTION
D	Parent-Child Education	One eight weeks, full-time course in Home Management and Child Care Principles for AFDC mothers.
R	Adult Consumer Homemaking Education	Adult continuing education courses, primary objective is consumer information.
D	Family Living Program	A pilot effort to enroll family groups in program on family living, consumer decisions, relationships. Social services agencies to identify families.
R	Consumer and Homemaking - Regular	Adult education courses with major consumer information or family life emphasis.
D	Consumer and Homemaking - Disadvantaged	Courses for Family Court clients, Goodwill Industries, rural low income.
D	Consumer Education for Disadvantaged	Focus on essential concerns of food, clothing and shelter for families on welfare and in incentive programs.
R	Rural Homemaking Project	A pilot project, in its second year, to meet needs of young rural wives in management of home and farm business.
R	Nutrition and Weight Control	Course encouraged by County Nutrition Council. Project six sections, 25 hours each.
D	Teaching Aides - Homemaker Agency	Providing education in home management, nutrition, money management, family living to families identified by social agencies. In cooperation with Kenosha Homemaker Home Health Aide Agency.
D	Consumer Education - Radio & Neighborhood Groups	Developed radio programs - five minute tapes - to be aired on seven radio stations. To form neighborhood groups to continue radio topics and to identify further needs.
D	Consumer Education Development	To develop viable Consumer Education projects for disadvantaged, handicapped, elderly for 1975. Assess community needs and resources.

	PROJECT TITLE	PROJECT DESCRIPTION
D	Emphasis: You Can Do	For handicapped persons, in cooperation with 13 agencies. To develop independence in marketing, meal planning and preparation, equipment, management.
R	The Family Educating for Human Needs	A statewide conference on the Family, co-sponsored by state and district VTAE, UW-Madison, Human Developments Center for Department of Health and Social Services.
D	Budget Power - OIC	Program at OIC, focus on consumer living topics, i.e., wise buying, budgets, credit, others.
D	Consumer Education - JVS	Focusing on consumer needs of handicapped, especially food, clothing, daily living.
D	Homemaking for Disadvantaged Parents to Improve Family Environment	Course for parents, to become better parents. Summer program. Held in public school buildings.
D	Homemaking Skills for Senior Citizens	24 sessions on nutrition, meal preparation, managing food dollars on limited income.
D	Managing Living Time for Senior Citizens	Instruction in foods and nutrition, consumer information, clothing construction and alteration.
D	Home Economics for Multiple Handicapped Persons	Course held on campus and at Portal; instruction on basic homemaking and personal skills, consumer information.
R	Family Nutrition - Facts and Foods	A 60 hour course on nutrition and health, relationship to meal planning, special dietary needs, management of food dollar.
R	Consumer and Homemaking	Increasing consumer information in foods and nutrition, home management, planning for retirement.
R	Consumer Emphasis in Adult Programs	Courses to increase consumer competence, decision making, action in the market place through foods and nutrition, home furnishings, children's clothing, money management.

	PROJECT TITLE	PROJECT DESCRIPTION
D	Motivation for Better Living	In cooperation with Low Income Center, provide family living discussion groups for non-welfare and welfare mothers. Includes: meal planning, managing food dollar, family living, clothing workshop.
R	Milwaukee District Family Living Education Discussion Groups for Disadvantaged Adults	To enroll 2,200 parents in educational groups on the family, consumer problems, dual role, child development, youth problems. Includes in-service program for group leaders.
D	Parent Education Program (Council for Spanish Speaking)	An evening course to improve skills for child rearing, improve management of family resources, nutrition.
D	Consumer and Homemaking Education (HOPE, Journey House)	Courses to develop skills as consumers and homemakers, aimed at single parents, low income parents.
D	Family Living Education for Disadvantaged Adults (UMOS)	Series of classes to meet specific needs and interests of parents, as nutrition, family relationships, home maintenance.
D	Westside Consumer and Homemaking Education (West Side Community Center)	Establish center to provide consumer and homemaking knowledge to minority and low income people.
D	Consortium - Consumer and Homemaking Education (South & West Side Projects)	A coordination-program development function. Supports Coordinator and Secretary. Works with Advisory Council.
D	In-Service Training for Consortium Para-professionals	MATC staff provides in-service to para-professionals working in south and west side projects. Includes skill development, techniques in communication.
D	Home and Family Management	Team of professional and para-professionals will recruit, develop classes in key communities in district, for low income and disadvantaged.
R	Comprehensive Consumer Education	To concentrate on developing consumer education courses; credit elective, for senior citizens, minority groups, young marrieds.

	PROJECT TITLE	PROJECT DESCRIPTION
R	The Consumer in Homemaking	Increase consumer information in adult courses, develop new courses.
R	Education for Living	Elective courses for full-time students on Consumer Decisions, Love-Marriage-Family.
D	Personal and Family Development	In cooperation with local agencies identify needs and target groups, develop courses, seminars, programs. Emphasis on consumer education, personal and family living.
D	Expanding Horizons for Senior Citizens	In cooperation with UW-Extension, develop and offer short courses in money management, food and nutrition, housing, health care, family relationships, constructive use of time.
D	Parent-Child Education	Parent education program for adults, in concert with additional education goals of disadvantaged parent.
D	Homemaking Skills for the Disadvantaged	Target group identified by Social Services and Mental Health Center. Education on money management, clothing, foods and nutrition, child growth, consumer education, family relations, housing. Provides educational experience for young child while mother learns.
D	Parent Education for Disadvantaged	Target groups - AFDC parents, WIN, Native Americans, Mexican Americans, welfare clients, classes in nutrition, home management, child development. In six locations; provides educational experience for young child while parent learns.
D	Consumer Education for Disadvantaged and Minority Groups	Developing and offering courses to target groups in district, pilot at Winnebago State Hospital, component in occupational programs, special credit courses.
D	Senior Series	Classes at FVTI and High Rise Center on consumer information, nutrition. Noon lunch class on cooking for one or two budget foods, shopping, management.

	PROJECT TITLE	PROJECT DESCRIPTION
R	Consumer and Homemaking Education	Courses for adults, including dual role responsibilities in areas of foods and nutrition, money management, home furnishings, child growth, concerns for aging.
D	Best Foods for Senior Citizens	Classes at a housing unit. Includes nutrition, shopping, food storage, menu planning, food preparation, use of leftovers, good consumer practices.
D	Practical Living for the Senior Citizen	A 10 session course on consumer concerns in relation to social security, medicare, insurance, making wills, government housing, legislation.
R	Consumer and Homemaking - Regular	Adult education courses on Consumer Education, Law for Families, Understanding Pre-Teens, Family in Transition, Effective Parenting, Cooking for Two, Family Nutrition, foods and meal management courses.
D	Consumer and Homemaking - Disadvantaged	A 20 hour Consumer Education course, in several locations in district. Designed for Head Start program parents.
D	Family Life Education - Native Americans	Working with Indian families in areas of consumer education, time and money management, foods and nutrition, with emphasis on surplus commodities, child development. Provides educational experience for young child while parent learns.
D	Homemaking for the Disadvantaged - Norwood Hospital	To prepare persons for independent living. Includes basic knowledge in foods, clothing, money management, consumer decisions, home management.
D	Consumer Education for the Handicapped of Portage County	Students from Sheltered Workshop. Instruction in clothing selection and care, money management, nutrition and meal planning, clothing construction, personal grooming.
D	Consumer Homemaking Education - Mobile Van	Through mobile classroom, instruction in consumer education, nutrition, family relations. Cooperation of local service agencies. When necessary, use additional space in locality.

	PROJECT TITLE	PROJECT DESCRIPTION
D	Family Living Education	Target - homemaker in disadvantaged families in rural area. Includes Native Americans. Instruction from professionals and para-professionals in numerous geographic locations. To improve homemaking skills and consumer knowledge. Provides educational experience for young child while mother learns.